



Name of Policy:

**Relationships, Sex and
Health Education Policy**

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Person responsible for updating policy	RSE Lead

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What is Relationships, Sex and Health Education (RSE)?

RSE stands for “**Relationships and Sex Education**” and as part of Relationships and Health Education, is a new approach to teaching children about relationships and health. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools but some elements are covered in the Science and Health curriculums.

All primary school children will be required to learn about relationships and health. Relationships and Health Education comprises two distinct areas:

- Relationships
- Physical health and mental wellbeing

Why is there a new RSE Curriculum in 2020?

The current curriculum has not been updated for 20 years. So much change has happened since then. Children need to learn what is relevant to them and the world they are growing up in.

The new Relationships and Health Education 2020 curriculum is designed to:

- Help all children grow up healthy, happy and safe
- Give all children the knowledge to make informed decisions about their wellbeing, health and relationships
- Support all children to manage the challenges and opportunities of modern Britain
- Prepare all children for a successful adult lives and secondary school life
- Ensure all children can recognise and promote all healthy relationships
- Promote the idea of consent to keep all children safe.

Our RSE curriculum has direct links to our school ethos and values and this is that all children BELIEVE. They strive for **B**rilliance, **E**nthusiasm, to **L**earn more, to **I**nspire and seek inspiration from others, to treat people **E**qually, to have a **V**ision for themselves and to ensure that **E**very pupil in our school matters. We also have a strong commitment to encouraging British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty, however, we do not believe the word ‘tolerant’ is reflective of our school, so therefore we use ‘inclusive and awareness’.

What will my child be taught under the new curriculum?

At Wallace Fields Junior School, we already taught most of the new changes, due to our rigorous and curious approach to the umbrella subject of PSHE (Physical, Social, Health Education) and our commitment to nurturing children to be active and moral citizens of British and international communities. We routinely sought opinions and ideas from the parent community in the form of working parties and focus groups, but more importantly, from the children themselves through interviews, questionnaires, and focus groups, like the school council and through the suggestion boxes.

As a result, we had very little to change in terms of statutory requirements. This is something we are immensely proud of as a school community. The statutory guidance ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)) sets out what must be taught in this section of the curriculum. However, as a school, we have decided where each concept should be taught, in which year group. This can be found attached to this policy and will be discussed further on.

In relationship education by the end of primary school children must:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

In addition to these Relationship concepts, the statutory content for the **Health Education section** are as follows:

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

All of the above are statutory elements of the RSE curriculum and parents no longer have the right to withdraw a child from any of those lessons. However, we are more than happy to discuss any lesson in particular with you further to reassure or to discuss any particular concerns. Please contact egough@wallacefields-jun.surrey.sch.uk or contact your class teacher after reading the policy in full first to see if that topic will be covered in your child's year group.

How is the RSE curriculum planned?

At Wallace Fields Junior School we have a diverse, socially aware, current affairs aware community of children, who are honest and open about what they know and do not know. Following from several focus groups with both parents and children, staff have decided, along with consultation and guidance from the PSHE Association, the NSPCC and networking with other schools nationally, which concepts should be taught in which year group. This was done with consideration to all protected groups from the Equality Act of 2010 and with consultation from parents and children, past and present and with an awareness of our parent community and the families within it. Teachers are fully trained in how to teach these concepts, some of which we are aware from consultation, may be a sensitive or worrying idea to some families. All staff take part in regular training and updates and are aware of how to deal with sensitive issues that may arise through some of this teaching. This will be discussed in more detail further on.

How are these lessons taught?

The curriculum is taught in hourly lessons each week, however, some are delivered in an open 'Circle Time' format, depending on the feel or the lesson. If it needs to be a debate or discussion, the ground rules will be set and maintained throughout for the comfort of the children. We do not use outside agencies as of 2020, due to feedback that the children preferred the relationships and health education coming from the staff that they know, feel safe with and trust. This was important to us, so we now only use teachers to deliver the lessons.

How are the lessons recorded?

All lessons are assessed and recorded, either in individual PSHE books, in the Science books, or as a post-it note or group activity. This is to ensure we are covering important issues for the children, and that we can assess the impact the curriculum is having on the children. It also allows safeguarding issues or misconceptions to be addressed in a sensitive and constructive way.

How are the lessons resourced?

All resources used are from approved sources such as the PSHE Association and the NSPCC and are selected by the teacher for the specific cohort. We do not follow a particular scheme other than the PSHE Association, as all teachers at Wallace Fields Junior School adapt and teach according to the needs of their particular cohort that year and what is needed when. E.g. if a particular cohort is finding physical contact an issue on the playground, the teacher will deliver a lesson on that if needed. Resources for lessons on puberty, sex education (see below) can be requested prior to the lesson, but all of these subjects are covered in the Summer term and parents/carers will receive written notification of these lessons, at least two weeks prior to the lessons to allow for feedback, access to materials, an overview and the purpose and rationale behind the lessons.

Do you cover Sex Education?

Although Sex Education is not statutory at Primary level, we feel it is crucial for a child to have a clear and healthy understanding of the area before they move on to secondary school. Following years of feedback, we recently changed our Sex Education content to reflect the changing times, the access to internet, the access to social media, the misconceptions children were discussing on the playground, the ever growing concern of children accessing pornographic content at primary level and due to curiosity and questions from children during science lessons on reproduction. At Wallace Fields Junior School, Sex Education is defined as any content which involves the process of human conception. This is the only area of the RSE curriculum that parents do have the right to withdraw their child from. The way in which to do so is discussed below.

Puberty does not come under Sex Education; this is Science and Health Education. Conception is not covered until year 6 and a detailed and comprehensive guide will be released at least two weeks prior to this for parents and carers to view and discuss. In Year 6, the concepts are taught in mixed-sex classes, again, after consultation with the parents and children. However, for puberty, we do teach some lessons in same-sex lessons if it is felt appropriate. Both sexes learn about both sexes, and all children have the chance to ask anonymous questions to a specific teacher e.g. a male or female if they would like. We teach sex education in an open and discussion based style lesson, using scientific language with emphasis on healthy relationships. Additionally, we teach conception as the fertilisation of an egg by sperm. This means it is inclusive of all family types. These lessons have always been a success and children leave with a scientific understanding of reproduction, that families look different, and **that all relationships**, either romantic, friendship, peer or family, **should always be equal, loving, respectful and consensual**.

How does your RSE curriculum support my child to identify harmful behaviours?

Following a recent review (DfE, June 2021) on peer on peer sexual abuse, we ensure our curriculum teaches children the idea of consent from a young age. We model this through using the word as a synonym for permission. We ensure children know that they do not have the right to touch or take anything from anyone else without consent and an understanding of the right to withdraw consent.

We interview the children every year to check that the children are feeling comfortable on the playground, are self-aware of feeling safe and know what to do if they feel someone was acting harmfully towards them. We teach the children that all relationships, peer, friendship, colleague, romantic or family should all be built on mutual respect, equality, consent and love and how to seek support if they feel a relationship is no longer holding those values and has become harmful. We also extend this check to online relationships and this is encompassed by our computing curriculum and policy. Staff are fully trained each year on how to safeguard children and how to watch out for signs of non-reported peer on peer abuse.

Right to Withdraw

All parents have the right to withdraw their child from any Sex Education lesson (a lesson that mentions conception). A request to do so must be in a written form to the Head Teacher and parents/carers must expect a discussion with the Head Teacher and Subject lead to explain their choices and carefully consider the reasons for withdrawing a child.

Parents cannot remove a child from statutory lessons on puberty or science lessons on parts of the body including the reproductive organs. Science does broadly cover reproduction in animals and humans in a child friendly way. This is in Year 5 and mentioned in year 6.

All children must be included in the Health or Relationship strands mentioned above in the table, however, we as a school are aware that some concepts may challenge your family beliefs, and therefore, a discussion with your class teacher can be had to discuss alternative activities that still meet the statutory requirements.

Parents can withdraw their child from the other strands, citizenship- the wider world, but most of these ideas and beliefs are embedded throughout the school, through our commitment to protecting British Values and through our dedication to protecting groups within the Equality Act of 2010. Again, a written request must be provided to the Head teacher.

How is the curriculum delivered in a sensitive manner?

All lessons are taught without political or religious bias. The lessons are taught as concepts to discuss and be aware of, and children at Wallace Fields Juniors are taught in lessons with an open, nurturing and philosophical approach in all lessons. Although some of the subject content may seem quite grown up, advanced or not age appropriate, all lessons are delivered in a sensitive way that suits the

particular cohort of children and their individual needs and rights. All children are given the chance to reflect privately in their books, or give feedback and discuss the events in a non-judgemental way. Teachers cannot promise to keep the discussions confidential (due to safeguarding reasons) and always make it clear whom children can turn to if they wanted to discuss something further with a safe adult. Further resources are often provided for children too. All tasks set restrict the children's access from inappropriate material online. Often, children will mention personal beliefs they have in their home. This is always sensitively discussed and children are reminded of our school commitment to understanding others and being kind. However, if a disclosure in class was particularly troubling, then that child would have a private follow-up discussion and safeguarding protocols would come into play to protect the best interests of the child.

Healthy Relationships and LGBTQ+ Content

We promote the ethos of healthy relationships in order to ensure children are aware of when a relationship is toxic or unhealthy and that they know how to make and maintain healthy relationships with others. Healthy relationships include those of same sex couples. We are an LGBTQ+ inclusive school. LGBTQ+ content is covered in statutory guidance under positive relationships, different families, and British Values and law. No family looks alike within our community and it is important that children are aware of LGBTQ+ communities within their own.

The words 'gay' and 'lesbian' are used by children, and children are ever more aware of same-sex relationships the older they grow. Even if your child is unaware currently, they will have friends, family members, teachers, book characters, films, pictures and celebrities who identify in different ways and we believe that understanding and support for this community is part of learning how to be a good, moral, open-minded, healthy adult in British society where this community is protected in British law. We cannot guarantee when these concepts may come up, as children regularly mention LGBTQ+ content as part of identity, families, and homophobia and has even cropped up in spelling rules lessons.

What can I do if part of the curriculum does not fit my family beliefs?

We are happy discuss the policy with you to make sure the lessons can be adapted in a way that does not impact on your viewpoint. We can do this by mentioning opposing views, and always teach in an open discussion manner. We do not teach with a political or agenda manner and must remain impartial. We teach in a philosophical manner and do not tell children what they must or must not believe. We do teach Faith and Philosophy where children learn and discuss different religious beliefs, so it may be within this curriculum where we can adapt to suit certain views. However, we do teach UK law as part of citizenship and healthy relationships and cannot support beliefs that are intolerant or prejudicial.

Who writes this policy and when is it updated?

This policy is written by the subject lead and contributed to by the whole school community. The content of the PSHE curriculum and the RSE curriculum have been adapted where possible to reflect the direct feedback from parents during the consultation phase of the new curriculum and this is reflected in this policy too. The policy is reviewed by the Head Teacher, The senior leadership team (SLT) and the Governing Body. This current document is awaiting further feedback from our parent and carer community. It will next be updated in Autumn 2021 and then again in Autumn 2022.

